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ABSTRACT

The paper reports on the Montana Education Stakeholders Conference for National Board Certification (Helena, Montana, May 5, 1995), which met to discuss the impact of National Board Certification on Montana education. The content of the meeting is outlined, including summaries of presentations on the National Board for Professional Teaching Standards (NBPTS) and the national assessment process and work group sessions on two questions: (1) how exemplary teachers in Montana can be encouraged to work toward advanced education; and (2) the kinds of rewards that would be appropriate for Board certified teachers. Suggestions for encouraging teachers to sit for National Board Certification (NBC) are summarized. Administrators questioned whether there was evidence that the assessments make teachers better at their jobs and expressed concern that union groups would see rewards as a "merit pay" issue. Teachers expressed concern over the amount charged for the assessment, the implications of sitting for assessment and not being certified, whether certification would be the equivalent of a Ph.D., and how much time it would take to complete the assessment process. In summary, even though many questions were raised regarding the mechanics of certification process, the overwhelming opinion was that Montana's educational community should begin preparing teachers to become nationally Board certified and that all levels of the profession need to become involved in the process. Evaluation forms indicated that participants found the conference valuable and agreed that further stakeholders' meetings would be very helpful in informing more people about NBPTS and in developing policies regarding Montana's participation in National Board Certification. Appendices include: conference registration forms and informational letters of invitation, NBC implications for state policy, "Certificate Roll-out Schedule," "State and Local Action Supporting National Board Certification," "Current Delivery System Overview (NBPTS)," "National Board for Professional Teaching Standards Information System," and "Checklist for National Board Assessments." (ND)

ED 390 809

Final Report:

Implications of National Board Certification on the Development of Montana Educators

Submitted to
Certification Standards and Practices Advisory Council

by
The Montana Steering Committee

for
National Board Certification

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Montana Education Stakeholders Conference for National Board Certification

Introduction

The concept for this forum originated among members of the steering committee who had attended NBPTS meetings, served on the National Board, or who were aware of NBPTS activity. The Steering committee consisted of

- Gil Alexander, science teacher, NBPTS Board Member, adjunct professor of Earth Science at Montana State University
- Beverly Chin, Professor of English at the University of Montana and President-elect of the National Council of Teachers of English,
- Dennis Parman, Superintendent of Shelby School District #14,
- Barbara Keim Billings Skyview High School teacher, member of Montana Board of Public Education
- Mike Schwinden, Principal of Sunnyside School, Great Falls, and
- Joan Schmidt, School Trustee for Fairfield School District #21, President-elect of the Montana School Board Association, Vice-chair of CSPAC.

The Steering Committee met in Helena and Great Falls during the fall and winter of 1994 and winter and spring of 1995 to establish the questions to be considered and the structural format for a grant request to be submitted to CSPAC/Board of Public Education,and the structure of the stakeholders conference.

After the committee was notified of the acceptance of the grant for funding, educational leaders from around the state were contacted and arrangements for visiting guests were made. Invitations were mailed. Applications were received. Confirmations were made. Preliminary agendas, including questions to be discussed were mailed.

On May 5, 1995, the Stakeholders Conference was convened at the Park Plaza Hotel in Helena.

Activities and Results of the Stakeholders Conference
Friday, May 5, 1995

Park Plaza Hotel
Helena, Montana

The Montana Education Stakeholders Conference for National Board Certification met to discuss the impact of National Board Certification on Montana education. Participants at the conference included seven classroom teachers, four principals, eight superintendents, one director of certification (OPI) Montana's Lieutenant Governor, the President of NBPTS, one NBPTS staff person, one OPI curriculum specialist, two university deans of education, two directors of teacher education, one university teacher education professor, one CSPAC member, three MEA leadership members, two school board trustees, two professional curriculum group representatives, two nonprofit educational institute directors, two "other" administrators, one LEA president, one preservice teacher, one Board of Public Education Member, one Goals 2000 Member, one SIMMS/STEP representative, one retired teacher, the Deputy Commissioner of Higher Education, one NBPTS certified teacher, and one business person. This group of diverse stakeholders provided a wide array of viewpoints during the ensuing discussions.

The conference opened with Mike Schwinden introducing Lt. Governor Dennis Rehberg, who conveyed greetings from the Governor's Office and from the people of Montana.

Gil Alexander introduced the President of the National Board for Professional Teaching Standards, Jim Kelly, who talked about the vision of NBPTS. Dr. Kelly said the teaching profession should take charge of the standards for its own practice. Other professions do this and teachers should do the same. National Board Certification is a voluntary, advanced standard to which teachers can aspire.

NBPTS posits five propositions for accomplished teaching:
1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The NBPTS is a national, nonprofit organization with 63 board members representing every area involved in education, such as teachers, administrators, and college presidents. Additional members of the board include governors, business leaders and other professionals. NBPTS follows a strong board, strong staff model. The board meets three times a year and is endorsed by the NEA, AFT, NSBA, NCATE, NASSP, as well as other professional organizations and associations.

The NBPTS is developing 30 areas of advanced certification assessment for accomplished teachers. The board is paying for the development of these assessment procedures with major grants from foundations and appropriations from Congress. Two of these assessments are complete at the time of this report and several others are being developed. All thirty areas of certification are due to be available within five years.

NBPTS Certified Teacher

Beverly Ann Chin introduced Carrie Bitterwolf, one of the first National Board Certified Teachers from West Park Elementary School in Moscow, Idaho. Ms. Bitterwolf talked about her personal reflections concerning the national assessment process. She has new confidence in her skills, has incorporated reflection into her daily routine, and has increased her collaboration with professional educators. Ms. Bitterwolf made three recommendations for action:
1. Educate the public about NBPTS.
2. Provide release time and technical support for teachers seeking National Board Certification.
3. Utilize National Board participants for speaking opportunities.

Working Groups

At 11:00 a.m., the participants divided into four groups: teachers, administrators, school board members, and teacher educators. The four groups brainstormed answers to two questions.

• The first question was "How can exemplary teachers in Montana be encouraged to work toward advanced certification?" In general, the responses can be summarized as follows.

1. Provide district level support through release time, flex time, special assignments, and team teaching allowing teachers to gather and communicate or work on portfolios.

2. Provide incentives for teachers to become better teachers through sitting for NBC (financial assistance, certification renewal, state grants, scholarships)
3. Provide services and materials such as video equipment, personnel, copying, and communication methods (800 number, Internet).

- The second question was "What kinds of rewards would be appropriate for Board Certified teachers?" Again, a brief summary of responses follows.

1. Give National Board Certified teachers financial rewards such as pay raises and stipends for certification.
2. Recognize teachers publicly for National Board Certification through press releases, professional groups, and the state board.
3. Provide teachers professional opportunities, such as interactions with colleagues, mentoring new teachers, state and national committee work.
4. Acknowledge National Board Certified teachers through portability and acceptance as automatic licensure.

Responses to Questions 1 & 2 at Stakeholders Conference

1. How can Montana teachers be encouraged to work toward advanced certification?
2. What kinds of rewards should be available for NBC teachers?

Suggestions for encouraging teachers to sit for National Board Certification.

	School Administrators	School Board Members	Teacher Educators & Certification Personnel	Teachers
1. Create public awareness and recognition for NBC teachers.	•	•	•	•
2. Use NBC for teacher portability and for automatic licensure across state lines	•			•
3. Use NBC process for Montana certification renewal.			•	•
4. Let NBC process apply toward graduate degree.			•	•
5. Create new roles for teachers who obtain NBC.			•	•
6. Create a state level "buy-in" for the importance of nurturing NBC teachers.	•	•	•	
7. Seek legislative support for NBC through state-available grants.	•	•	•	•
8. Create a communications hotline (1-800) and Internet address for NBPTS info.		•		•
9. Seek foundation and other alternate source revenues to assist teachers sitting for NBC.	•	•		•
10. Develop local extensions to existing pay schedules for NBC teachers.	•	•	•	•
11. Develop local stipends for NBC teachers.	•	•	•	
12. Provide local support in the form of materials and time to sit for NBC assessment.	•	•		•
13. Provide local financial support for teachers sitting for certification.	•	•		
14. Provide flex time and special assignments for teachers to work on portfolio development as a portion of the assessment.		•		
15. Encourage State School Board Association to take a lead role in informing school board members, administrators, teachers, and the public about the value of having Nationally Board Certified Teachers.		•		
16. Provide examples, ideas, recommendations and guidelines on how to prepare for sitting for the NBC exam.		•		
17. Increase public awareness that teaching standards are being raised.		•		
18. Develop teacher education assessment practices which parallel National Board Standards.	•		•	
19. Encourage school boards to provide support for NBC as a function of professional development for teachers.	•			
20. Use National Board Certified teachers as adjunct faculty in teacher education programs.			•	•
21. Provide college courses to prepare teachers to sit for NBC exam.			•	

Concerns relating to the effort of obtaining certification were also expressed by the teacher group and the administrator group.

- Administrators asked: is there any evidence that sitting for the assessment makes teachers better at their jobs?

  Response: Ample evidence exists in the form of written and verbal testimony from teachers who have recently participated in the assessment process that attests that they have become more reflective and better planners.

- Administrators also expressed concern that union groups would see rewards as a "merit pay" issue.

  Response: Awards and incentives for obtaining National Board Certification are encouraged by both the President of the National Education Association (Keith Geiger) and the Executive Director of the American Federation of Teachers (Al Shanker) who both sit as board members on the NBPTS.

- Teachers expressed concern over the amount being charged for assessment ($950) and suggested that some teachers would need help in financing the cost.

- Teachers questioned the implications of having a teacher sit for the assessment and then not become board certified.

- Teachers expressed concern that animosity might develop among other faculty members or from a principal if they became Nationally Board Certified.

- Teachers wondered if the certification would be the equivalent of a Ph.D. in steps and lanes.

- Teachers questioned how much time it would take to complete the assessment process.

- Teachers questioned why the assessment should be an all or none (pass/fail) situation.

In summary, even though many questions were raised regarding the mechanics of the certification process, the overwhelming opinion was that Montana's educational community should begin preparing teachers to become Nationally Board Certified and that all levels of the profession need to become involved in the process.

Lunch Break

Afternoon Sessions

After lunch, Mary Ryan Taras, NBPTS Teacher-in-Residence, spoke about her work with National board Certified teachers as well as those teachers who went through the process but were not certified. She discussed what is happening in other states as a response to NBPTS such as supportive, positive steps taken by legislatures, state departments of education, universities, and local school districts.

Dennis Parman introduced Dick Crofts, the Deputy Commissioner for Academic Affairs, who talked about the recent legislative session and the impact of the cutbacks on education.

Joan Schmidt introduced Don Freshour from the Office of Public Instruction. Dr. Freshour summarized the certification process in Montana and discussed the structure of Montana certification.

Joan Schmidt also introduced Barbara Keim from the Board of Public Education, who encouraged the conference participants to consider carefully the impact of NBPTS on Montana teachers.

Working Groups

At 2:00 p.m. the participants divided into four groups according to their interests regarding twelve areas of impact to Montana. The groups reported their results orally after their small group session.

After speeches, the groups were asked to address implications to state policy in nine specific areas and to discuss the implications to three other general areas of concern (see attached sheet "Direct Implications for State Policy").

Responses to these questions of impact were generally discussed even during the original two questions and results were summarized. Specific responses to those potential areas of impact are as follows.

1. **Portability (10.57.202).** Will National Board Certified teachers be allowed to teach in Montana if they come from other states without further need for course work? Will a Provisional Certificate be offered to these teachers?
   - portability should occur but be addressed at a national level to offer reciprocity
   - NBC may be accepted in lieu of state licensure

2. **Classes of Certificates (10.57.400).** Is there a need for an additional class for National Board Certified teachers?
   - no, if category of master teacher agreed upon

3. **Recertification Units (10.57.215).** Should work done in seeking National Board Certification be granted renewal unit credit?
   - yes, relates to skills and abilities related to teaching, exceeds in its process the requirements for recertification units

4. **Definitions (10.57.102).** Will Montana need to distinguish between such terms as licensure and certification?
   - definite need to address and clarify licensure:]
     license - qualification to teach
     certificate - endorsements
     NBC - ?

5. **Endorsement Areas (10.57.301).** Will Montana need to assess and realign its areas of endorsement based on emerging national models?
   - review of endorsements - endorsements inadequate
   - bilingual - accreditation for Native Language
   - contrast between liberal accreditation latitude and rigid certification - American Indian bilingual program

6. **Utilization of National Board Certified Teachers (10.57.300).** Will local school districts begin to utilize Nationally Board Certified Teachers in different roles? Does this have implications for new areas of Montana endorsements? Will salary differentials become more than a local issue?
   - pay increase - harder or easier to get a job in job search
   - mentorship - step program
   - administrators support and hire NBC teachers
   - boards, professional organizations support, etc.
   - encourage by steps and recognize accomplishments
   - team teaching and support for partners
   - salary differentials negotiated locally
   - local control not change
   - dependent on local district climates for education

7. **Accreditation Standards (10.55.___).** Do the current accreditation standards allow local districts adequate flexibility to utilize Nationally Board Certified teachers in nontraditional roles?
   - affirmation by Board of Public Education that NBC teachers be used in nontraditional roles such as, but not limited to mentoring, peer evaluation, curriculum development, public liaison, etc.

8. **Preservice Training (10.58.___).** Will teacher preparation programs begin to align themselves with the categories used for National Board Certification?
   - believe that our university system and teacher education programs begin to develop programs that show teachers how to do self-assessment, students assessment, portfolio development, videotaping, reflection, peer evaluation, as well as emphasize content.
   - develop a better process for preservice cadet teacher placement that ensures that cadet teachers will be placed with master teachers - greater use of partnering

9. **Denial, Suspension, Revocation, or Surrender of a Certificate (10.57.600 and 20-4-110 M.C.A.).** What precautions are needed to assure that teachers entering the state licensing process through National Board Certification are subject to the same scrutiny as other teachers?
   - If revocation of a NBC teacher occurs at state level, the State Board of Public Education shall notify the National Board that revocation has occurred and that review should occur by the National Board.

10. **Graduate Programs.** Will the process of becoming Board Certified be accepted for course work toward a graduate degree at Montana colleges and Universities?
   - Master's program options - thesis, standing for NBC, bring new people into the program

11. **Equitable Access to Statewide Support Structure.** Will all teachers in Montana have access to the support structure designed to aid teachers as they stand for National Board Certification?
   - change paradigm of teaching profession
   - involve professional organizations
   - know where to go for assessment
   - OPI support structure
   - teacher union and association support

12. **Legislation.** Is legislative action needed before Montana can recognize National Board Certification? Should funding be sought for a pilot program in which an initial group of teachers is enabled to pursue National Board Certification? Should funding be provided for all Montana teachers seeking this level of certification?
   - seek funding for a pilot program through sources other than the legislature
   - portability or tenure, years of service, education

Evaluation

Conference evaluation forms were handed out and completed. Nine questions were asked of the participants. To summarize the results of the evaluation instrument the following comments are offered.

1. Participants found the Stakeholders Conference to be valuable.
2. The dialogue regarding National board Certification should be continued.
3. Another Stakeholders Conference should be planned for May of 1996.
4. Participants were favorable regarding Montana's efforts to be involved in the work of the National board.
5. Most of the participants were willing to be part of a core group to help disseminate information about the National Board.
6. Participants were willing to attend an additional Stakeholder's Conference in 1996.
7. Many questions still exist about the work of the National Board and the implementation of National Board Certification.
8. Participants were satisfied with the 1995 conference.
9. Suggestions include broader dissemination of information about NBPTS through all Stakeholder Organizations.

Conclusion

The Montana Education Stakeholders Conference for National Board Certification was informative and valuable. The participants were receptive to the ideas and vision of NBPTS. The conference participants agreed that further stakeholders' meetings would be very helpful in informing more people about NBPTS and in developing policies regarding Montana's participation in National Board Certification.

The meeting ended at 4:00 p.m.

TO: Montana Stakeholders in Education

FROM: Montana Steering Committee for National Board Certification (Gil Alexander, Beverly Chin, Barbara Keim, Dennis Parman, Joan Schmidt, Mike Schwinden)

SUBJECT: Forum on National Board Certification
May 5, 1995
Park Plaza Hotel (406) 443-2200
Helena, MT

Do you perceive yourself to be an idealistic visionary or a practical realist? In either case, your unique perspective is needed at this time as Montana educators look at a national movement designed to recognize truly outstanding teachers.

The National Board for Professional Teaching Standards has been working since 1987 to impact the quality of education in the United States **by establishing high and rigorous standards for what teachers should know and be able to do and by certifying teachers who meet those standards.** This effort is now coming to fruition as the first wave of teachers across the nation begin to qualify for National Board Certification.

On May 5, 1995, stakeholders in the education community will gather in Helena to consider the impact this new form of certification may have on Montana's system of teacher licensure. After learning about National Board Certification, participants will have an opportunity to share their needs and concerns, to identify barriers which exist in Montana, and to prepare recommendations for meeting this challenge.

Exciting things can happen when vision collides with practical reality. And sometimes the impossible doesn't turn out to be so difficult after all.

Montana Education Stakeholders Conference for National Board Certification

Please fill out the following form and return it as soon as possible to Gil Alexander, 7653 Canyon Ferry Road, Helena, MT 59601. If you choose to fax the form please fax to (406) 475-3871.

Due to limited seating, we will take reservations on a first come, first served basis, although, we reserve the right to ensure that all stakeholder groups are represented.

Lunch will be provided for participants in this conference.

Event:	Stakeholders Conference for National Board Certification
Sponsors:	Board of Public Education, Certification Standards and Practices Advisory Council, National Board for Professional Teaching Standards (NBPTS), Montana Steering Committee for National Board Certification
When:	May 5, 1995 9:00a.m.-4:00 p.m. (coffee available at 8:30)
Where:	Park Plaza Hotel Downtown Walking Mall Helena, MT
Who:	Any education related agency, organization, officer, or any individual or group interested in the professional development and advanced certification of Montana's and the nation's teachers.
Purpose:	Provide information to stakeholders about National Board Certification. Provide information to Board of Public Education regarding effects of National Board Certification on Montana's laws, codes, etc.

Limitations: Due to limited seating capacity (275), you must preregister. Registration will close at 5:00 p.m. on April 1, 1995.

Please Duplicate if Necessary

☐ Yes, I will be able to participate in the Stakeholders Conference

☐ No, I'm sorry I can't participate in the Stakeholders Conference

Name _____ EMail Address _____

Home Address _____ Home Phone _____

Work Address _____ Fax _____

Work Phone _____ Organization you represent _____

Position within the organization _____

Return to Gil Alexander, NBPTS Director; 7653 Canyon Ferry Road; Helena, MT 59601; or Fax (406) 475-3871. For information (406) 475-3638. Deadline for Application: April 1, 1995, 5:00 p.m.

State of Montana

Certification Standards and Practices Advisory Council
2500 Broadway
Helena, Montana 59620-0601
(406) 444-6576

TO: **All Education Stakeholders**

FROM: **Gil Alexander, NBPTS Board Member**

DATE: **March 21, 1995**

RE: **Stakeholders Forum, May 5th, Park Plaza Hotel, Helena**

Congratulations. We have added your name to the list of interested stakeholders who will be attending the forum in Helena, May 5th. The meeting will be held downstairs in the Park Plaza Hotel.

The agenda for the meeting is not final, pending acceptance by a few dignitaries who are invited to make welcoming speeches, etc. As soon as the agenda is finalized you will be sent a copy.

While you are waiting for your agenda, we would appreciate having you take the time to review the twelve questions which seem apparent as Montana begins preparing to have Board Certified Teachers. We have also enclosed other pertinent documents for your consideration.

We hope you agree that the possibility of having NBPTS certified teachers will at once set a benchmark for what accomplished teachers should know and be able to do. Similarly, we hope that you, the educational stakeholders in Montana, will want to find a way to support and encourage teachers to obtain National Board Certification, and that you will find ways to recognize and reward those who obtain certificates.

Dennis Parman

TO: Montana Stakeholders
FROM: Gil Alexander -(406) 475-3638
DATE: April 30, 1995

RE: Stakeholders Conference Update

Enclosed please find the proposed agenda for the Education Stakeholders Conference which will be held at the Park Plaza Hotel in Helena on May 5, 1995

You should have been sent a packet of information to read to bring you up to date regarding the mission and activities of the National Board for Professional Teaching Standards. Hopefully, you have begun that task.

When you arrive at the conference, we will have opening remarks followed by a breakout session.

During the first breakout session we will ask you to discuss and respond to two questions.

- How can accomplished teachers in Montana be encouraged to work toward a higher level of certification?
- What kinds of rewards would be appropriate for Board Certified teachers?

We hope you will give some thought to these questions before you arrive.

Just before lunch, we will assimilate your thoughts regarding those two questions.

Lunch will be provided for participants on the main floor of the Park Plaza in the bar area. The back stairs, just outside the meeting room door take you directly to the lunch area.

After lunch, there will be additional greetings and remarks, followed by a second breakout session. During the second session, you will be asked to address the twelve questions regarding present policy/law that were sent to you in your original packet. I have enclosed another set of these questions in case you have misplaced the first set.

A highlight of the program will be information presented by Carrie Bitterwolf of Boise, Idaho, who was one of the first group of 81 teachers to become Board Certified. She should be able to describe in detail the rigorous assessment process that led to her becoming Board Certified.

Similarly, we are extremely pleased to have Jim Kelly, President of the National Board for Professional Teaching Standards who will explain the mission and accomplishments of the National Board to date.

We look forward to having each of you participate. Please don't hesitate to call if I can be of any assistance.

Direct Implications for State Policy

The Montana Steering Committee for National Board Certification met in Helena on November 11, 1994, to discuss potential implications of National Board Certification and the steps necessary to support teachers who become Board Certified. The members of that committee involve a diverse group of education leaders in Montana, including:

- Gil R. Alexander, Sc.D. Member of the National Board for Professional Teaching Standards, classroom teacher, and adjunct professor of Earth Science at Montana State University;
- Beverly Chin, Ph.D. Professor of English at the University of Montana and President-elect of the National Council of Teachers of English,
- Dennis Parman, M.S., Superintendent of Shelby School District #14,
- Mike Schwinden, Ed.D., Principal of Sunnyside School, Great Falls, and
- Joan Schmidt, B.A., School Trustee for Fairfield School District #21, President-elect of the Montana School Board Association, Vice-chair of CSPAC.

The meeting was also attended by Peter Donovan, Administrative Officer for CSPAC. The group agreed that possible implications of National Board Certification included, but are not limited to the following issues.

1. **Portability (10.57.202).** Will National Board Certified teachers be allowed to teach in Montana if they come from other states without further need for course work? Will a Provisional Certificate be offered to these teachers?

2. **Classes of Certificates (10.57.400).** Is there a need for an additional class for National Board Certified teachers?

3. **Recertification Units (10.57.215).** Should work done in seeking National Board Certification be granted renewal unit credit?

4. **Definitions (10.57.102).** Will Montana need to distinguish between such terms as licensure and certification?

5. **Endorsement Areas (10.57.301).** Will Montana need to assess and realign its areas of endorsement based on emerging national models?

6. **Utilization of National Board Certified Teachers (10.57.300).** Will local school districts begin to utilize Nationally Board Certified Teachers in different roles? Does this have implications for new areas of Montana endorsements? Will salary differentials become more than a local issue?

7. **Accreditation Standards (10.55.___).** Do the current accreditation standards allow local districts adequate flexibility to utilize Nationally Board Certified teachers in nontraditional roles?

8. **Preservice Training (10.58.___).** Will teacher preparation programs begin to align themselves with the categories used for National Board Certification?

9. **Denial, Suspension, Revocation, or Surrender of a Certificate (10.57.600 and 20-4-110 M.C.A.).** What precautions are needed to assure that teachers entering the state licensing process through National Board Certification are subject to the same scrutiny as other teachers?

Other areas of discussion will emerge as this project is discussed among the major stakeholders. While these areas may not immediately impact state code, they are nonetheless important regarding the seamless web of education in Montana. Furthermore, as changes to these structures occur, they may very well have further direct or indirect implications regarding state code. Three areas immediately reveal themselves as discussion points and should be added to the list previously mentioned. They are listed below.

10. **Graduate Programs.** Will the process of becoming Board Certified be accepted for course work toward a graduate degree at Montana colleges and Universities?

11. **Equitable Access to Statewide Support Structure.** Will all teachers in Montana have access to the support structure designed to aid teachers as they stand for National Board Certification?

12. **Legislation.** Is legislative action needed before Montana can recognize National Board Certification? Should funding be sought for a pilot program in which an initial group of teachers is enabled to pursue National Board Certification? Should funding be provided for all Montana teachers seeking this level of certification?

Welcome to the Montana Education Stakeholders Conference for NBPTS Certification. We anticipate that you will be prepared to give rich and meaningful input to the Certification Standards and Practices Advisory Council and the Board of Public Education regarding the future of having Nationally Board Certified (NBC) teachers in Montana.

You represent a wide array of educational leadership in our state and your thoughtful consideration of the importance of having NBC teachers among our ranks is gratefully appreciated by the steering committee.

The steering committee is most thankful to the Chrysler Corporation for sponsoring Ms. Carrie Bitterwolf to be our guest. By working with the NBPTS, the Chrysler Corporation is expressing its commitment to making a positive impact on education in America.

Likewise, the steering committee is thankful to the Board of Public Education and CSPAC for making this conference possible through its granting process.

Steering Committee Members

Gil R. Alexander, NBPTS Board Member, Helena

Beverly Chin, Ph.D., President-elect, National Council of Teachers of English, Missoula

Barbara Keim, Montana Board of Public Education, Billings

Dennis Parman, Superintendent, Shelby Schools

Joan Schmidt, Chair, Montana Goals 2000, CSPAC, Fairfield

Mike Schwinden, Principal, Gt. Falls

Schedule of Events for Montana Education Stakeholders Conference for National Board Certification
Friday, May 5, 1995
Park Plaza Hotel

9:00	Greetings from Lt. Governor Dennis Rehberg Introduced by Mike Schwinden
9:20	The Vision of NBPTS - Jim Kelly, NBPTS President Introduced by Gil Alexander
9:50 - 10:15	Break
10:15	How NBPTS Has Affected My Students and My Teaching - Carrie Bitterwolf Introduced by Beverly Ann Chin
11:00	Working Group 1 a. How can exemplary teachers in Montana be encouraged to work toward advanced certification? b. What kinds of rewards would be appropriate for Board Certified teachers?
12:00-1:00	Lunch (provided for participants)
1:00	Greetings from Dick Crofts, Deputy Commissioner for Academic Affairs Introduced by Dennis Parman Greetings from Don Freshour, Office of Public Instruction Introduced by Joan Schmidt Greetings from Barbara Keim, Board of Public Education Introduced by Joan Schmidt
2:00	Working Group 2 - Refer to 12 areas of impact to Montana attached plus others of which you may be aware
3:00	Recommendations from Working Groups 1 and 2

Grant Request
regarding
Implications of National Board Certification

Development of Montana Educators

The National Board for Professional Teaching Standards has launched its long awaited project to offer a system of advanced voluntary certification to the nation's accomplished teachers. This certification will significantly affect the nation's teaching force by defining what accomplished teachers should know and be able to do. Certification will be offered in thirty-three separate areas spanning four age levels as shown on the chart below.

AREA	Early Childhood (ages 3-8)	Middle Childhood (ages 7-12)	Early Adolescence (ages 11-15)	Adolescence and Young Adulthood (ages 14-18+)
Generalist	X	X	X	
English Language Arts		X	X	X
Mathematics		X	X	X
Science		X	X	X
Social Studies-History		X	X	X
Art	X		X	
Foreign Language	X		X	
Guidance Counseling	X		X	
Library/Media	X		X	
Music	X		X	
Physical Education	X		X	
Health			X	
Vocational Education			X	
English as a New Language	X		X	
Exceptional Needs/ Generalist	X		X	

Many states have already begun addressing the implications of having Board Certified teachers by offering a wide array of inducements for becoming Board Certified and through rewards once certification is achieved. (see enclosures)

The implications of National Board Certification appear to be far reaching and may, in fact, affect both preservice training and graduate programs at colleges and universities as well as many state policies. Most significantly, National Board Certification will affect professionalism within the nation's and Montana's teaching force.

This proposal is submitted with the expectation that Montana is poised and ready to take significant steps to accommodate teachers who become Nationally Board Certified. How we do that must be brought about through consensus building and input from all the major stakeholders.

4/28/95

National Board
FOR PROFESSIONAL
TEACHING STANDARDS

Certificate Roll-out Schedule

Following is an anticipated schedule for bringing standards and assessments for National Board Certification into use.

Field Test - Testing of an entire assessment package that includes both a school site Portfolio and Assessment Center exercises. Such tests are conducted without a fee
Available Certificates - Approved certificates that have been field tested and are currently available for a fee, paid by or on behalf of candidates

Certificate Area (student developmental level)	Ages
Early Childhood	3 - 8
Middle Childhood	7 - 12
Early & Middle Childhood	3 - 12
Early Adolescence	11 - 15
Adolescence & Young Adulthood	14 - 18+
Early Adolescence through Young Adulthood	11 - 18+

1994–1995

Available Certificates

Early Adolescence/Generalist
Early Adolescence/English Language Arts

Field Test

Early Childhood/Generalist
Middle Childhood/Generalist

1995–1996

Available Certificates

Early Childhood/Generalist
Middle Childhood/Generalist

Field Test

Early Adolescence through Young Adulthood/Art
Adolescence & Young Adulthood/Mathematics

1996–1997

Available Certificates

Early Adolescence/Generalist
Early Adolescence/English Language Arts
Early Childhood/Generalist
Middle Childhood/Generalist
Adolescence & Young Adulthood/Math
Early Adolescence through Young Adulthood/Art

Field Test

TBD

Anticipated future certificates

Middle Childhood/English Language Arts
Middle Childhood/Mathematics
Middle Childhood/Science
Middle Childhood/Social Studies-History
Early & Middle Childhood/Art
Early & Middle Childhood/English as a New Language
Early & Middle Childhood/Exceptional Needs Generalist
Early & Middle Childhood/Foreign Language
Early & Middle Childhood/Guidance Counseling
Early & Middle Childhood/Library Media

Early & Middle Childhood/Music
Early & Middle Childhood/Physical Education
Early Adolescence/Mathematics
Early Adolescence/Science
Early Adolescence/Social Studies-History
Adolescence & Young Adulthood/English Language Arts
Adolescence & Young Adulthood/Science
Adolescence & Young Adulthood/Social Studies-History
Early Adolescence through Young Adulthood/English as a New Language

Early Adolescence through Young Adulthood/Exceptional Needs Generalist
Early Adolescence through Young Adulthood/Foreign Language
Early Adolescence through Young Adulthood/Guidance Counseling
Early Adolescence through Young Adulthood/Health
Early Adolescence through Young Adulthood/Library Media
Early Adolescence through Young Adulthood/Music
Early Adolescence through Young Adulthood/Physical Ed.
Early Adolescence through Young Adulthood/Vocational Ed.

APPENDIX D

STATE AND LOCAL ACTION SUPPORTING NATIONAL BOARD CERTIFICATION

State and Local Action

Supporting National Board Certification

The effectiveness of National Board Certification rests on the collaborative efforts of the National Board for Professional Teaching Standards (NBPTS) and the nation's states and localities.

This report includes actions in support of teachers who seek National Board Certification. These actions will help to acknowledge and sustain a high quality workforce.

JUNE 1995 REPORT

I State Action 1

II Local Action 3

III Developing Activities in States 5

National Board FOR PROFESSIONAL TEACHING STANDARDS

State Action Supporting National Board Certification

ALABAMA

Legislation has established:

- that Alabama shall use certification by the NBPTS as national reciprocity when National Board Certification has been fully implemented.

CALIFORNIA

The Department of Education has formed:

- the California Task Force on National Board Certification which met over an eighteen month period to consider the implications of National Board Certification for California's education system. The Task Force report, containing an action plan for implementation, was released in the fall of 1994. Copies are available from Policy Analysis for California Education (PACE), Graduate School of Education, 3653 Tolman, University of California, Berkeley, California 94720-1670.

COLORADO

The State Board of Education has determined:

- professionally licensed teachers who achieve National Board Certification (NBC) are eligible for Colorado "master teacher" certification.
- professional development activities associated with National Board Certification may be submitted for license renewal.

IOWA

Legislation has established:

- that an individual who has received National Board Certification shall receive an Iowa endorsement on his/her license when the State Board of Examiners determines that National Board standards meet or exceed the Iowa requirements.
- The Department of Education professional development funds allocated to each district may be used for teachers to participate in the assessment activities necessary for National Board Certification.

MASSACHUSETTS

The Department of Education has established:

- that National Board Certification is recognized as an option for fulfilling the new requirements for teachers to become recertified. Teachers are asked to develop an "Individual Professional Development Plan" describing the activities that they will undertake within a five year cycle to acquire the minimum of 120 professional development points for licensure renewal.

MISSISSIPPI

Legislation has established:

- that a National Board Certified Teacher who is employed in a local district will receive a salary supplement of $3000. The salary supplement shall take effect when the number of subject areas for NBC is sufficient to allow 80% of existing teachers in Mississippi to be eligible to apply.

NEW MEXICO

Legislation has established:

- a Senate Joint Memorial that asks the State Board of Education (SBE) to allow teachers who achieve National Board Certification to become eligible for the Level 3A license within 3 years of receiving National Board Certification. Requests SBE to allow out-of-state teachers who are National Board Certified to receive New Mexico certification without having to fulfill additional requirements normally required for teachers relocating to New Mexico.
- requests SBE to work with state universities' teacher preparation programs to examine teacher education competencies to ensure they are compatible and consistent with the National Board's teaching standards.
- an appropriation in 1994-95 of $400,000 to the State Board of Education for staff development. $328,000 has been set aside specifically for teacher recruitment, preparation, and fees for National Board Certification. The mechanism for implementation is a collaboration titled the "New Mexico World Class Teachers Project;" these teachers will participate in the NBC process and in professional study groups with faculty at the seven Colleges of Education in New Mexico.

NORTH CAROLINA

Legislation has appropriated $500,000 in 1994-95 that will be used to:

(1) provide funds to pay the fee for teachers who complete the National Board Certification process;
(2) provide up to three days of release time for candidates, to work on their portfolios and prepare for the assessment center exercises, and
(3) provide an annual bonus of 4% of teachers' state-paid salary to those who achieve National Board Certification.

- Eight policy recommendations have been adopted by the State Board of Education. These include: formally adopting the core propositions of NBPTS, granting a North Carolina teaching license to relocating teachers who possess National Board Certification, waiving recertification requirements for up to five years following completion of NBPTS portfolio work, creating staff development plans that incorporate the work of NBPTS in the training programs, and developing plans to incorporate the National Board's standards into institutions of higher education programs.

OHIO

The Office of Teacher Education and Certification has determined:

- that any Ohio teacher who completes the NBC process will receive enough equivalent continuing education credits (CEU's) to have his/her license renewed.

OKLAHOMA

Legislation has established:

- the Oklahoma Commission for Teacher Preparation to address issues associated with NBPTS as well as the design, development and implementation of a competency-based teacher preparation system.
- that out-of-state teachers who have achieved National Board Certification and are relocating to Oklahoma can receive Oklahoma certification without having to fulfill additional requirements normally required for teachers relocating to Oklahoma.
- that the SBE modify teacher licensing categories to be compatible with National Board Certification categories.
- that the SBE develop an incentive system to encourage teachers to achieve National Board Certification.

Local Action Supporting National Board Certification

DOUGLAS COUNTY, COLORADO

- The Douglas County Schools (Denver Metro area) negotiated contract language that provides a $1,000 annual bonus for teachers who achieve "outstanding status" designation ("outstanding status" may include achievement of National Board Certification); in addition, teachers who achieve National Board Certification may be eligible for "state master teacher" designation and further monetary compensation.
- The Douglas County Schools has sponsored five candidates for 1994-95 NBC process, and are supporting professional development with payment of the full $975 fee. Candidate must complete the process — not required to achieve certification.
- Douglas County Schools is maintaining a fund that: 1) Provides no interest tuition loans for professional development efforts (negotiated with the AFT); NBPTS fees may be eligible. 2) Tuition fee reimbursement plan for professional development; may apply for reimbursement of NBPTS fee.

DISTRICT OF COLUMBIA

- District of Columbia Schools will award three of the required six in-service/recertification credits to teachers who complete the National Board Certification process.

BROWARD COUNTY, FLORIDA

- Nova University presented a National Board Certified Teacher with a $25,000 scholarship to pursue graduate studies. Candidates who were not certified were awarded a $1,000 scholarship in recognition of their life-long commitment to learning demonstrated through their involvement in National Board Certification.

NORTHWEST INDIANA

- The Northwest Indiana Business Forum made available $500 per candidate to teachers in 41 northwest Indiana school districts to help offset the application fee for the 1994-95 National Board Certification process.

BOSTON, MASSACHUSETTS

- In a contract negotiated between the Boston Public Schools and the Boston Teachers Union/AFT, the Boston Public Schools will reimburse teachers for the cost of National Board Certification fees. Although not a requirement, successful completion of National Board Certification may be considered as a special qualification for "lead teacher" status, which includes a 10% to 20% salary increase.

FARMINGTON, MICHIGAN

- The Farmington Education Association and Farmington School District ratified a 3 year contract which includes a salary line providing $1,250 per year to any National Board Certified Teacher.

ST PAUL, MINNESOTA

- The St. Paul School District, St. Paul Federation of Teachers, and the University of Minnesota are collaborating on a pilot project to support 22 teachers through the NBC process. The school district has paid the application fee and the university and teacher's union (MFT) will design and implement professional support programs for the candidates.

JERICHO, NEW YORK

- The Jericho, New York school district will reimburse the application fee for all teachers completing the process; pay a $2,000 stipend to teachers who complete but do not achieve National Board Certification; and give National Board Certified Teachers a $4,000 stipend.

ROCHESTER, NEW YORK

- Rochester Teachers Association (NYSUT/AFT) and the Rochester City School District ratified a four-year contract in December, 1993 that included the following provisions:
  "Teachers who complete the certification process of the National Board for Professional Teaching Standards (NBPTS) shall be reimbursed by the District for the costs of certification application fees. Successful completion of NBPTS certification requirements shall be considered as a special qualification for Lead Teacher eligibility."

MARLBOROUGH COUNTY, SOUTH CAROLINA

- The Marlboro County Board of Education has approved payment of $500 of the $975 application fee and two days professional leave for any teacher who wishes to participate in the certification process.

FAIRFAX COUNTY, VIRGINIA

- Fairfax County Public Schools will award half of the required "recertification" points to teachers who go through the process of National Board Certification. Recertification is required of all Virginia teachers every two to five years. In 1994-95, Fairfax County Public Schools will pay the application fee for a pilot group of up to 20 teachers.

VANCOUVER, WASHINGTON

- The Vancouver School District will provide $500 per teacher for professional development activities in 1994-95. Teachers who decide to use the $500 toward the fee for National Board Certification will have the remaining $475 matched by the district to cover the $975 fee.

Developing Activity in States Supporting National Board Certification

ALABAMA

- Legislation has been proposed that will grant a $1,000 per year bonus to any teacher achieving NBC and a one-time $500 bonus to any teacher completing the process.
- Exploratory conversations were held in 1994 with key stakeholders including teacher evaluation and certification staff.
- Early Adolescence/English Language Arts (EA/ELA) and Early Adolescence/Generalist (EA/Gen) assessment packages were field tested, involving six local school districts, at Auburn University in 1993-94. Early Childhood/ Generalist (EC/Gen) assessment package is being field tested at Auburn University in 1994-95.

ALASKA

- EA/ELA and EA/Gen assessment packages were field tested at Fairbanks North Star Borough School District in 1993-94.

ARIZONA

- State stakeholders meetings were held in March, 1994 and March, 1995, sponsored by the Arizona Education Association. Teams from school districts are developing action plans to begin implementation of National Board Certification.

ARKANSAS

- Task Force was commissioned to study advanced teacher standards and their relationship to National Board Certification.

CALIFORNIA

- EA/ELA and EA/Gen assessment packages were field tested at San Diego Public Schools and California State University at Fresno, involving five districts, in 1993-94. Sacramento County Schools and Los Angeles County Schools recruited and supported teacher candidates for the field test. During 1994-95, San Diego will be field testing the Middle Childhood/Generalist (MC/Gen) and CSU-Fresno will be field testing the EC/Gen assessment packages.
- Far West Laboratory, San Francisco, is developing the EAYA/Art assessment package.

COLORADO

- A stakeholders meeting is planned for summer of 1995.
- The Colorado Partnership and the University of Colorado at Denver participated in the 1993-94 field test by recruiting and supporting 25 teacher candidates.

CONNECTICUT

- The Union Carbide Foundation has offered partial reimbursement of the application fee, for up to 8 teachers, in 6 partnership school districts, for a total of 48 teachers. These school districts are in partnership with local Union Carbide plants in Louisiana, New Jersey, Texas and West Virginia.
- Education stakeholders meetings are being held regularly at the Connecticut Education Association (CEA) office.
- Connecticut Department of Education was a co-developer of the EA/ELA assessment package.
- EA/ELA and EA/Gen assessment packages were field tested at Central Connecticut State University, involving five local districts and Waterford Public Schools, in 1993-94.

DISTRICT OF COLUMBIA

- EA/ELA and EA/Gen assessment packages were field tested at District of Columbia Public Schools in 1993-94.

FLORIDA

- Stakeholders meetings were held in Dade County in June, 1994 and in Tallahassee in November, 1994.
- EA/ELA & EA/Gen assessment packages were field tested at School Board of Broward County in 1993-94. Dade County Public Schools recruited and supported several teachers during that field test.

GEORGIA

- Georgia Association of Educators (GAE) is assisting 8 teachers applying for 1994-95 EA/ELA or EA/GEN certification by:
  1.) paying their application fee
  2.) providing support - consultants equipment use, etc.
  3.) providing money for release time
  4.) providing travel expenses
- EA/ELA and EA/Gen assessment packages were field tested at Dekalb County School System, involving two school districts, in 1993-94. In 1994-95, Dekalb will be field testing the EC/Gen assessment package.
- University of Georgia is the developer of the EA/Gen and MC/Gen assessment packages.
- Performance Assessment Laboratory, University of Georgia, Athens, developed the EA/Gen assessment package and is currently developing MC/Gen assessment package.

INDIANA

- The Indiana Professional Standards Board is studying how best to incorporate National Board Certification into a comprehensive state strategy to strengthen teacher preparation, entry into the profession, an continuing professional development in Indiana.
- Hammond Public Schools participated as an assessment center site during the 1993-94 field test year.

IOWA

- A "New Infrastructure for Professional Standards" conference organized by the Iowa State Education Association was held in August, 1994 to address National Board Certification.
- A formal presentation was made to the Board Of Educational Examiners in August, 1994.
- The State Board of Educational Examiners is developing a process for appointing professional panels of Iowa educators to recommend to the Board of Educational Examiners whether the standards for National Board Certification meet or exceed the Iowa requirements for an endorsement on an Iowa license.
- EA/ELA and EA/Gen assessment packages were field tested at the University of Northern Iowa, involving six local school districts, in 1993-94.

KANSAS

- EA/ELA and EA/Gen assessment packages were field tested at Emporia State University, involving six local districts, in 1993-94. In 1994-95, Emporia State University is field testing the MC/Gen assessment package.

KENTUCKY

- Formal presentations were made to Kentucky Standards Board.
- Exploratory conversations took place with key stakeholders.

LOUISIANA

- The Union Carbide Foundation has offered partial reimbursement of the application fee, for up to 8 teachers, in 6 partnership school districts, for a total of 48 teachers. These school districts are in partnership with local Union Carbide plants in Connecticut, New Jersey, Texas and West Virginia. Union Carbide has sponsored 3 candidates in the local district of St. Charles Parish.
- EA/ELA and EA/Gen assessment packages were field tested at New Orleans Public Schools in 1993-94.

MAINE

- Exploratory conversations were held with the Chief State School Officer and the Southern Maine Partnership (higher education/school district initiative).

MARYLAND

- Discussions are in process with the Maryland Department of Education and the Maryland State Board of Education. They are currently studying several ways in which Maryland might take advantage of NBC and support candidates for NBC including having the National Board Certification process count for half the continuing education credits necessary for recertification and the possibility of reimbursement for the National Board Certification fee in the same way that reimbursement for college credits exists.

MASSACHUSETTS

- Educational Development Center (EDC) is the developer of the EC/Gen assessment package

MICHIGAN

- The Michigan Federation of Teachers and School Related Personnel approved a resolution that supports the NBPTS mission and applauds its National Board Certified Teachers and those coming after them.
- The Michigan Education Association Board of Directors approved a position paper supporting National Board Certification.
- Formal presentations were made to Michigan Standards Board, Michigan Education Association and five regulatory commissions in 1994.
- EA/ELA and EA/Gen assessment packages were field tested at Detroit Public Schools and Wayne County RESA, involving six local districts, in 1993-94. In 1994-95, Wayne RESA is field testing the EC/Gen assessment package.

MINNESOTA

- The Minnesota Education Association Board of Directors passed a motion in support of NBPTS.
- Key stakeholders attended a meeting in Minneapolis/St. Paul, September, 1994.
- EA/ELA and EA/Gen assessment packages were field tested at Minneapolis Public Schools in 1993-94.

MISSISSIPPI

- The MC/Gen assessment package is being field tested at University of Mississippi in 1994-95.

MONTANA

- The Montana Board of Public Education approved a $5,500 grant and formed the Montana Steering Committee for National Board Certification. In 1995, this committee will conduct individual meetings and large state-wide meetings with leaders of major education stakeholder groups to study the implications of NBC for Montana teachers.
- A stakeholders meeting was held in May 1995, in Helena.

NEW JERSEY

- The Union Carbide Foundation has offered partial reimbursement of the application fee, for up to 8 teachers, in 6 partnership school districts, for a total of 48 teachers. These school districts are in partnership with local Union Carbide plants in Connecticut, Louisiana, Texas, West Virginia. Union Carbide has sponsored 1 candidate in the local district of Somerset.
- EA/ELA and EA/Gen assessment packages were field tested at South Brunswick Public Schools in 1993-94. In 1994-95, South Brunswick Schools and Educational Testing Services (ETS) are developing professional development programs based on NBPTS work through a Dodge Foundation grant and are field testing the EC/Gen assessment package.
- ETS is the developer of the EA/ELA and AYA/Math assessment packages.

NEW YORK

- New York State United Teachers (NYSUT) delegates approved a special resolution urging local leaders to seek a variety of incentives as part of upcoming contract negotiations.
- A stakeholders meeting was held in May 1995, in Albany.
- EA/ELA and EA/Gen assessment packages were field tested at Jericho Public Schools, Buffalo State College (includes Buffalo Public Schools) and the New York City Public Schools. In 1994-95, Buffalo State College is field testing the MC/Gen certificate and New York City Public Schools is field testing MC/Gen and EC/Gen assessment packages. Jericho Public Schools has special assignment in 1994-95 to recruit candidates in all certificate areas.

NORTH CAROLINA

- University of North Carolina-Charlotte, Johnson C. Smith College and Charlotte-Mecklenburg Public Schools are creating candidate support programs as part of a grant from Philip Morris Company and the North Carolina Department of Education.
- EA/ELA and EA/Gen assessment packages were field tested at Charlotte-Mecklenburg Public Schools and Appalachian State University, involving eight school districts, in 1993-94. In 1994-95, Charlotte-Mecklenburg is field testing the MC/Gen assessment package.
- University of North Carolina-Greensboro is the site for the NBPTS Technical Analysis Group.

OHIO

- As part of the Governor's executive budget, legislation has been proposed to provide certification fees for teachers seeking National Board Certification and an annual award of $2,500 for those teachers who are National Board certified.
- A meeting with the Governor and his educational advisor was held in August, 1994.
- The Ohio Department of Education sponsored eight regional meetings throughout Ohio in August, 1994 to acquaint educators with National Board Certification.
- A formal presentation was made to the State Board of Education. State Department of Education will distribute information to eligible Ohio teachers,and establish a "1-800" information line about the NBPTS.
- EA/ELA and EA/Gen assessment packages were field tested at Cincinnati Public Schools and Cleveland Public Schools in 1993-94.

OREGON

- A stakeholders meeting was held March 30, 1995, in Salem. The meeting was co-sponsored by the Teacher Standards and Practices Commission.

PENNSYLVANIA

- University of Pittsburgh was a co-developer of the EA/ELA assessment package in 1993-94.

RHODE ISLAND

- Coventry Public Schools and the Coventry Teachers' Alliance have drafted a program proposal supporting National Board Certification. Key elements of the proposal include full payment of the certification fee for a fixed number of teachers, authorized professional leave days, use of equipment and materials, salary increase for those teachers achieving NBC, and possibility of additional salary credit for those teachers completing the process but not achieving certification.

SOUTH CAROLINA

- A state legislative task force has been appointed to make legislative recommendations to the state legislature.
- An Advancement of Teaching task force is being formed to "enhance teaching standards and professionalism as well as mobilize support for the power and potential of National Board Certification for teachers in South Carolina."
- Key educational and legislative stakeholders attended a meeting in October, 1994 to discuss ways to support teachers seeking National Board Certification. A second meeting was held in February, 1995 to continue the discussion and explore legislative possibilities.
- EA/ELA and EA/Gen assessment packages were field tested at University of South Carolina, involving 25 local districts in 1993-94.

TENNESSEE

- Exploratory conversations are occurring with Memphis Public Schools on how to introduce and prepare teachers to meet the NBPTS standards.
- EA/ELA and EA/Gen assessment packages were field tested at Austin Peay State University, involving two school districts, in 1993-94.

TEXAS

- A report titled "Educator Professional Development: A Key Element in States' Education Reform Efforts" was prepared for the Texas Legislature. The Executive Summary notes that: "As the National Board for Professional Teaching Standards' voluntary advanced certification process develops, Texas should look for ways to recognize and encourage teacher participation in National Board certification."
- The Union Carbide Foundation has offered partial reimbursement of the application fee, for up to 8 teachers, in 6 partnership school districts, for a total of 48 teachers. These school districts are in partnership with local Union Carbide plants in Connecticut, Louisiana, New Jersey, and West Virginia.
- EA/ELA and EA/Gen assessment packages were field tested at East Texas State University, involving 25 local districts, in 1993-94.

UTAH

- The Utah Education Association board of directors took a position favoring National Board Certification in February, 1995.

VERMONT

- State Commissioner of Education organized a "working party" to advise the state board of education and the commissioner on the work of the National Board.

WASHINGTON

- EA/ELA and EA/Gen assessment packages were field tested at Vancouver School District in 1993-94.

WEST VIRGINIA

- The Union Carbide Foundation has offered partial reimbursement of the application fee, for up to 8 teachers, in 6 partnership school districts, for a total of 48 teachers. These school districts are in partnership with local Union Carbide plants in Connecticut, Louisiana, New Jersey, and Texas.

APPENDIX E

Current Delivery System Overview* (NBPTS)

System Overview

NBPTS is a system written to support the efforts of the National Board for Professional Teaching Standards, located in Detroit, Michigan, in its effort to develop a national certification program for elementary, middle school, and high school teachers.

The NBPTS system uses IDMS 12.0 databases (*see attachment 1*), IDMS dialogs for online processing, and COBOL, COBOL II, Eastrieve Plus, and PL/I programs to support the batch update and reporting functions. The system runs on an IBM 360/370 Mainframe platform, using MVS and TSO/ISPF.

The processing of teacher candidates occurs in cycles. A cycle is a period of time (about 18 months) which includes the processing of applications through the scoring and awarding of certificates for a group of candidates. Cycles may overlap, that is, scoring may be in process for one cycle, while applications may be in process for the next cycle. A cycle includes:

1. Application processing
2. Portfolio distribution
3. Portfolio return processing
4. Assessment scheduling/support
5. Scoring scheduling/support
6. Certification

The Daily Transaction/Print sub-system supports activities in each of the main functional areas. SCORFLOW is used to edit and or update scannable candidate and staff applications.

Application Processing

A teacher's first encounter with the NBPTS certification program begins with a call to the Program Coordinator. She enters their call into the Q&A System, which generates a transaction for the Daily Transaction/Print sub-system to produce an application packing list. The warehouse uses the packing list to pick an application packet which includes a candidate guide, a scannable application document, education and experience verification forms, bar-coded candidate ID labels, and specific certificate information. The packet is sent to the candidate, who completes the scannable application document and the verification forms, then returns them to TPC. The scannable application document is sent through the SCORFLOW System to be scanned and edited. When the scanning and editing is finished, SCORFLOW produces a "Clean Edit File". This file is loaded (NBC110C0) to the Candidate database. The load generates a transaction for the Daily Transaction/Print sub-system to produce an "Application Verification" letter. The letter is sent to the candidate who will mark any changes, return it to TPC if necessary, when the changes will be entered into the Candidate system.

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* Developed by The Psychological Corporation.

Portfolio Distribution

As part of the candidate's application process, a candidate must return verification forms showing a valid degree and a minimum of three years of teaching experience. The returned forms will have the candidate's bar-coded ID label affixed to be wanded into the Candidate system. Once a candidate has completed all of the application steps, a portfolio sweep program (NBC120C0) is run to generate a portfolio packing list transaction for the Daily Transaction/Print sub-system. The warehouse will pick a portfolio package for the candidate, based upon the candidate's selected certificate area of certification, and send the package along with candidate bar-coded ID labels. During the application acceptance period, the portfolio sweep is run approximately once per week to "catch" any candidates who have not yet been sent a portfolio packet.

Portfolio Return Process

Portfolios must be returned to TPC within the time period set by the governing board of NBPTS. As they are returned, portfolios are wanded into the Candidate system, generating a transaction for the Daily Transaction/Print sub-system which will print a Portfolio Acknowledgement letter to be sent back to the candidate. After the deadline date for portfolio return has past, a batch sweep (NBC120C0) is run to produce the admission ticket transactions for all candidates who have returned their portfolios. These admission tickets are the candidate's official invitation to the assessment.

Assessment Scheduling/Support

Candidates who have been sent an admission ticket (returned a portfolio) will be scheduled for assessment at a site chosen on their application (subject to availability and capacity). A batch program (NBC201C0) will place each candidate in an assessment session to take the required exercises for the candidate's applicable certificate area. When the candidates have been scheduled, rosters (TCM422E0) and bar-coded candidate ID labels (NBC430C0) are produced for each site. These materials, along with the exercises booklets, are sent to the assessment sites, where each of the exercises is administered. The bar-coded candidate ID labels are affixed to each exercise booklet prior to their return to TPC. The booklets are wanded into the Candidate system upon return, and stored in the warehouse.

Scoring Scheduling/Support

Candidates who have completed the assessment exercises (whose materials have been received into the Candidate system) will be scheduled for scoring. As each exercise is scored separately at a scoring site, scheduling is done by exercise rather than by candidate in the batch program (NBC206C0). Site rosters (TCM425E0) and candidate bar-coded ID labels (NBC430C0) are produced for each scored exercise for each scoring site. The rosters and labels, along with scoring sheets and the exercise booklets, are sent to the scoring sites. The scoring sheets and exercise booklets are returned to TPC. The exercise booklets are then wanded into the Candidate system, while the scoring sheets are data entered in a candidate file that has been downloaded (NBC433E0) to a PC. Once the scores are entered, they are uploaded to the mainframe database by batch program (NBC127C0).

Certification

Any candidate who completed the assessment will receive feedback. Once all of the scores have been uploaded to the Candidate database, a batch pass/fail & feedback program (NBC128C0) will determine which candidates have passed or failed, and generate transactions for the Daily Transaction/Print sub-system. Candidate scoring feedback will indicate the scores received for each exercise and a justification paragraph. Passing candidates will also receive a certificate.

Daily Transaction/Print Processing

The NBPTS system uses a Daily Transaction database to hold print activities for an individual candidate or staff person. Various programs (on-line dialogs or batch) write transactions to the Daily Transaction database, coded with a transaction type. The transactions are stripped (NC902C0) on an as-needed basis to a flat file. The flat file is input to the main print program (NBC400C0) which produces the various types of output indicated by he transaction types it encounters on the flat file.

APPENDIX F

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS INFORMATION SYSTEM

NETWORK HARDWARE

The National Board for Professional Teaching Standards utilizes a Hewlett-Packard Netserver 486/66 file server for its Novell Netware 3.12 10Base-T ethernet network. The Hewlett-Packard Netserver uses an Intel 486sx-33 MHz microprocessor. This server has 16Mb Ram, 1Gig Hard disk, 2 Serial Ports, 1 Parallel Port, and a Monochrome VGA Monitor. The server contains a Standard Micro System (SMC) 3016/EPC-510 Network Interface Card (NIC).

Four SMC 350TP/TP and two SMC Elite 3512TP concentrators act as network hubs connecting 32 workstations. A collection of 286, 386SX, and 486SX PC-compatibles are utilized for network nodes. Workstation RAM configuration ranges from 640Kb to 2Mb. All nodes have 5.25" disk drives with the newer 386SX and 486SX systems having a 1.44 MB 3.50" disk drive. Furthermore, a number of workstations have local hard drives. Workstations consist of Super-VGA, VGA and monochrome monitors.

For its communications server NBPTS utilizes a Feat-33 486 PC SYSTEM. This server allows E-Mail communications between the three NBPTS offices. The server is fully IBM PC/AT compatible with a 486SX PQFP. CPU speed: 20/25/33/40/50 MHz.

Backup System

System and user files are backed-up every night by an Emerald Systems Rapid Recover 2.2GB, 8mm tape back-up drive. Five tapes rotate for each day of the week. In addition, the server is backed-up every two weeks on an archive tape.

Printers

To create hardcopy documents, three Hewlett-Packard HP Laserjet II's are utilized. Two of these laser printers have the HP B Tms Proportional font cartridges, while all three have Pacific Data's 25inOne font cartridge. For dot-matrix printing, an OKidata ML 393 wide carriage printer is used.

Data Communications

NBPTS utilizes a USRobotics Courier HST w/ASL modem for the off-site contact to the National Board computer network. There are also five Practical Peripheral 9600 baud rate modems attached to the communications server for incoming and outgoing communications. One Practical Peripheral 9600 baud rate modem in the accounting department is used to transfer data to the Federal Government.

NETWORK SOFTWARE

Network Operating System

Novell's NetWare Version 386 v3.12 9/3/93, (c) Copyright 1988, 1993 Novell, Inc. is used an the Network Operating System (NOS). This version of NetWare supports 100 connections or nodes. System Fault Tolerance is at Novell's Level I. The NOS divides the physical hard drive into two logical volumes

Constituency Contact System

The Constituency Contact System (CCS) is a micro-computer based system designed specifically to keep track of information about the National Boards' broad range of constituencies. This system was developed for the National Board by Cprompt Corporation out of Indianapolis, IN. The programs were developed using Realia Cobol and utilizes Novell's Btrieve as the relational data base manager.

The CCS is divided into the following "data bases" or files:
1. Individuals
2. Organizations
3. Events
4. Schools
5. School Districts

Using Novell's Xtrieve Plus, data in CCS is easily queried, sorted and manipulated. Practically any data field in the data base can be used to select desired records for reporting and manipulation purposes. Btrieve was chosen to accommodate the changing and dynamic reporting needs of the National Board.

Software Applications

WordPerfect 5.1 is utilized as the National Board's word processing application. Quattro Pro 2.0 is used for spreadsheet applications and for creating graphs and charts. In addition, the National Board uses TimeSheet Professional to automate staff time record keeping and reporting.

For data communications, Procomm Plus, PCAnywhere IV, and PCAnywhere Lan are utilized. The National Board also uses Lotus Express to access the MCI Mail service. Solomon version 08.0b is the accounting software used by the National Board.

User designed data base applications are run on dBase III. DOS 5.0 is the operating system for all network nodes.

APPENDIX G

CHECKLIST FOR NATIONAL BOARD ASSESSMENTS

I. Administrative Feasibility

A. Does the assessment package require reasonable expenditures of time and resources on the part of candidates?

B. Does the assessment package require reasonable expenditures of time and resources on the part of assessors?

C. Is the scoring process feasible?

1. Are the times required to score a single candidate's performance on each assessment exercise and on all the exercises collectively reasonable?

2. Are the numbers of assessors required to score a single candidate's performance on each assessment exercise and on all exercises collectively reasonable?

3. Can the training required for assessors be completed in a reasonable amount of time?

D. Are the materials used in the administration and scoring of the assessment package feasible to produce and disseminate?

E. Are the site requirements of the assessment package reasonable?

F. Is the assessment package feasible to administer in a clear and standardized manner, so that it does not take excessively lengthy training of administrators?

G. Is candidate feedback in a format that is feasible to replicate on a large scale?

H. If the exercises or scoring require special technology, is that technology readily available at a reasonable cost?

II. Professional Acceptability

A. Does the assessment accurately reflect activities that are credible to most teachers?

B. Does the assessment appear to teachers to be fair in its administration and scoring?

C. For each exercise, are candidates clearly told the standards on which they are being assessed and the types of tasks which they will be required to perform?

D. Does each exercise and the entire package reflect a vision of teaching consistent with that depicted in the relevant standards report?

E. Is the assessment designed so that assessment administrators address candidates in a professional, considerate, and courteous manner?

F. Is the feedback format understandable and useful to candidates?

G. Is the feedback legally defensible?

H. Do teachers perceive that the assessment will make significant contributions to their professional growth?

I. Is the assessment perceived by teachers as being sensitive to different teaching contexts, perspectives and styles?

III. Psychometric Defensibility

A. Is the assessment valid for the types of inferences which it is intended to support?

1. Do the assessment exercises...
   a. Draw on the skills, knowledge and behaviors specified in the content standards?
   b. Sample the full breadth of the skills, knowledge and behaviors specified in the content standards in a balanced, representative way?

2. Does success in the assessment depend on candidates' skills or abilities on constructs related to highly accomplished teaching and not on extraneous constructs?

MICHNET

Michnet is the name of the statewide computer network operated by Merit Network, Inc. that provides access from computers and local area networks in Michigan to the world-wide Internet. Merit offers direct dial-in and external network connections as well as on-line services.

NBPTS subscribes to Merit's Host Services to access the Internet and make effective, productive use of network resources. By using Host Services, NBPTS is part of the Internet as a distinct community, including staff in different cities and states.

Merit provides NBPTS with computer accounts on a host computer that is fully connected to the Internet. Each account is assigned to a single user, and allows the the use of:

- Electronic Mail
- Telnet - access to other computers on the Internet
- FTP - File transfer between the host computer and other systems on the Internet
- Kermit - file transfer between the host computer and your workstation
- Gopher - a menu based information discovery and access tool
- WAIS - the Wide Area Information Service, a powerful tool to search for and deliver information

Through Merit Networks, INC. NBPTS has its own Internet domain name, so the electronic mail addresses will use NBPTS for identification, rather than the name of the machine which holds the accounts.

Also, Merit can tailor the NBPTS Gopher to provide the NBPTS user community with the information that will benefit it most.

3. Does the assessment package discriminate between teachers who are highly accomplished and those who are not highly accomplished?

B. Is the assessment package reliable?

1. Are the procedures used to obtain reliability data and estimate reliability sound?

2. Is there adequate inter-rater reliability in the scoring of assessment products?

3. Are the assessment scores independent of irrelevant factors or effects, such as 1) where the assessment was taken, 2) when the assessment was taken, 3) where the assessment was scored, or 4) who scored the assessment? If assessment scores are not independent of such effects on score variation, are the effects acceptably small?

C. Does the assessment measure the same construct (highly accomplished teaching) in the same way for different groups of people? Groups to consider include groups based on race, ethnicity, gender, location, and school resources.

D. Is the scoring system scientifically sound and defensible?

E. Are alternate forms of the assessment package and exercises equivalent?

F. Do the assessment administration and scoring procedures allow for the adequate documentation of each candidate's performance, so it can be reviewed if necessary?

G. Has the ADL kept assessment materials sufficiently secure so that the fairness of the assessment will not be compromised?